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ABSTRACT

New England Program in Teacher Education (NEPTE) has developed a complete listing of teacher education programs in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Following this complete listing, a descriptive listing of some programs with innovative aspects is presented according to state. (MJM)

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DESCRIPTIVE LISTING

NEW ENGLAND
TEACHER EDUCATION PROGRAMS

SP 005 930

NEW ENGLAND PROGRAM IN TEACHER EDUCATION
Durham, New Hampshire

FORWARD

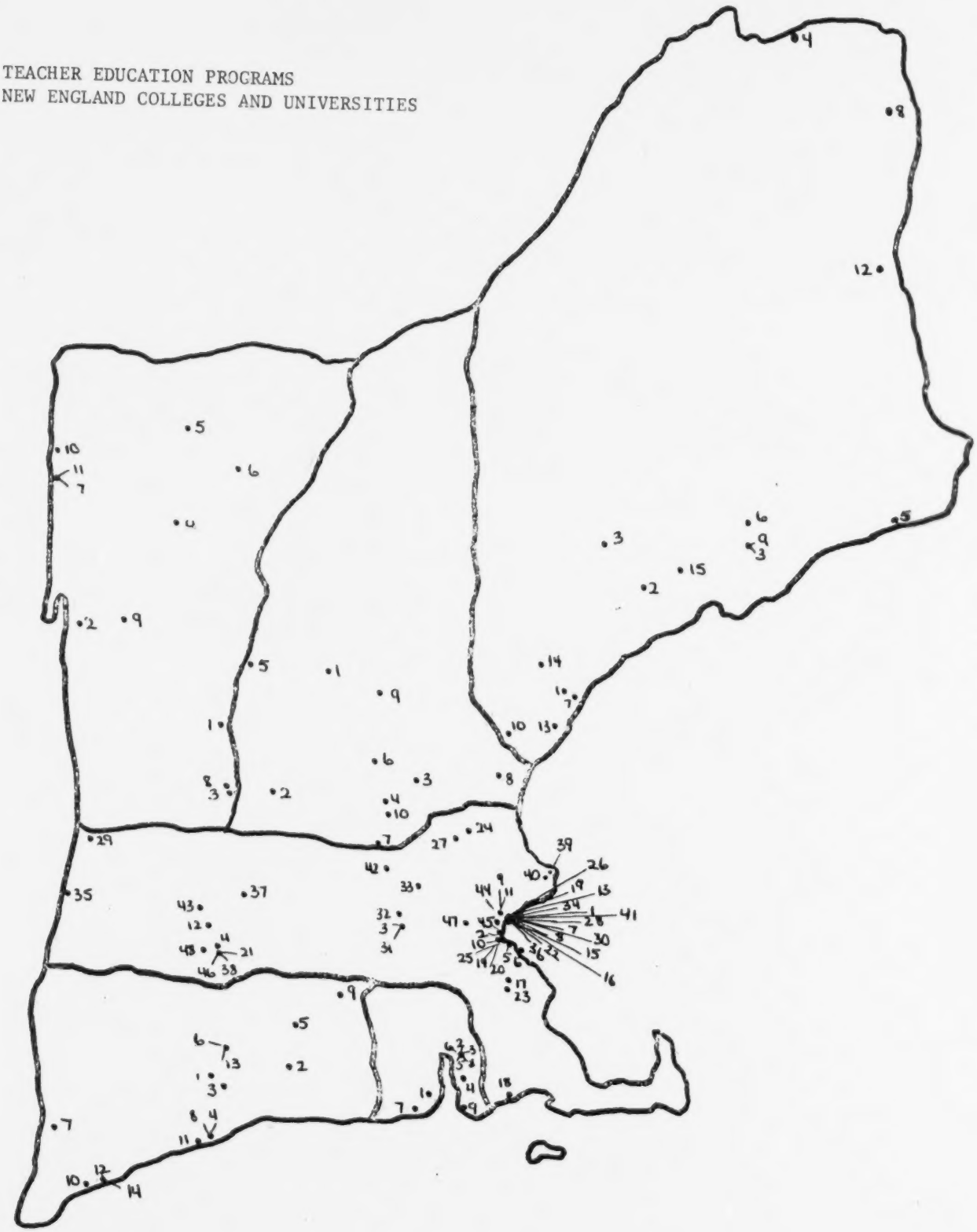
Part I presents a complete listing of New England Teacher Education Programs.

Part II contains a descriptive listing of some of these programs. NEPTE has attempted, where possible, to identify innovative aspects underway. A revised listing at a later date will hopefully contain a more comprehensive survey.

January, 1972

Part I

TEACHER EDUCATION PROGRAMS
NEW ENGLAND COLLEGES AND UNIVERSITIES



TEACHER EDUCATION PROGRAMS

New England Colleges and Universities

Connecticut

1. Central Connecticut State College, New Britain
2. Eastern Connecticut State College, Willimantic
3. Wesleyan University, Middletown
4. Southern Connecticut State College
5. University of Connecticut, Storrs
6. University of Hartford, West Hartford
7. Western Connecticut State College, Danbury
8. Albertus Magnus College, New Haven
9. Annhurst College, South Woodstock
10. Fairfield University, Fairfield
11. New Haven College, West Haven
12. Sacred Heart University, Bridgeport
13. Saint Joseph College, West Hartford
14. University of Bridgeport, Bridgeport

Maine

1. University of Maine, Gorham
2. Thomas College, Waterville
3. University of Maine, Farmington
4. University of Maine, Fort Kent
5. University of Maine, Machias
6. University of Maine, Orono
7. University of Maine, Portland
8. University of Maine, Presque Isle
9. Husson College, Bangor
10. Nasson College, Springvale
11. Northern Conservatory of Music, Bangor
12. Ricker College, Houlton
13. St. Francis College, Biddeford
14. St. Joseph College, North Windham
15. Unity College, Unity

Massachusetts

1. Boston Conservatory of Music, Boston
2. Cardinal Cushing College, Brookline
3. Clark University, Worcester
4. College of Our Lady of the Elms, Chicipee
5. Curry College, Milton
6. Eastern Nazarene College, Quincy
7. Emerson College, Boston
8. Emmanuel College, Boston
9. Harvard University, Cambridge
10. Hebrew College, Brookline
11. Lesley College, Cambridge

12. Mount Holyoke College, South Hadley
13. New England Conservatory of Music, Boston
14. Newton College of the Sacred Heart, Newton
15. Northeastern University, Boston
16. Simmons College, Boston
17. Stonehill College, North Easton
18. Southeastern Massachusetts University, North Dartmouth
19. Suffolk University, Boston
20. Wellesley College, Wellesley
21. Western New England College, Springfield
22. Wheelock College, Boston
23. Bridgewater State College, Bridgewater
24. Merrimack College, North Andover
25. Brandeis University, Waltham
26. Boston State College, Boston
27. Lowell State College, Lowell
28. Massachusetts College of Art, Boston
29. North Adams State College, North Adams
30. University of Massachusetts, Boston
31. Worcester State College, Worcester
32. Anna Maria College, Paxton
33. Atlantic Union College, South Lancaster
34. Berklee College of Music, Boston
35. Berkshire Christian College, Lenox
36. Boston College, Chestnut Hill
37. University of Massachusetts, Amherst
38. American International College, Springfield
39. Gordon College, Wenham
40. Salem State College, Salem
41. Boston University, Boston
42. Fitchburg State College, Fitchburg
43. Smith College, Northampton
44. Regis College, Weston
45. Tufts University, Medford
46. Springfield College, Springfield
47. Framingham State College, Framingham
48. Westfield State College, Westfield

New Hampshire

1. Plymouth State College, Plymouth
2. Keene State College, Keene
3. Mouth St. Mary College, Hooksett
4. St. Anselm College, Manchester
5. Dartmouth College, Hanover
6. New England College, Henniker
7. Rivier College, Nashua
8. University of New Hampshire, Durham
9. Belknap College, Center Harbor
10. Notre Dame College, Manchester

Rhode Island

1. University of Rhode Island, Kingston
2. Providence College, Providence
3. Rhode Island College, Providence
4. Barrington College, Barrington
5. Brown University, Providence
6. Bryant College, Providence
7. Mount St. Joseph College, Wakefield
8. Rhode Island School of Design, Providence
9. Salve Regina College, Newport

Vermont

1. Goddard College, Plainfield
2. Castleton State College, Castleton
3. School of International Training, Putney
4. Norwich University, Northfield
5. Johnson State College, Johnson
6. Lyndon State College, Lyndonville
7. University of Vermont, Burlington
8. Antioch-Putney Graduate School, Putney
9. College of St. Joseph the Provider, Rutland
10. Saint Michael's College, Winooski
11. Trinity College, Burlington

Part II

Connecticut

1. Eastern Connecticut State College, Willimantic
2. Fairfield University, Fairfield
3. Southern Connecticut State College, New Haven
4. The University of Bridgeport, Bridgeport
5. University of Connecticut, Storrs
6. University of Hartford, Hartford
7. Wesleyan University, Middletown
8. Western Connecticut State College, Danbury

Others

1. Manchester Community College, Manchester
2. Project NEWDAY, Bradford-North Haven
3. Project SPRED
4. Housatonic Community College, Bridgeport
5. Hartford Board of Education, Hartford

Eastern Connecticut State College
Willimantic, Connecticut

"College Rural-Area Teacher Education (CRATE)," is operating in Bozrah in conjunction with Eastern Connecticut State College. This is a renewal project to recruit and qualify teachers for rural schools.

A teacher education center has been set up in Ledyard and in Vernon. Student teachers involved in these centers intern for a full semester while taking courses in math, language arts and reading from the teachers in the system.

Contacts: Robert Wickware
Director, Student Teaching

Anthony Tedeschi
State Coordinator, EDPA

Fairfield University
Fairfield, Connecticut

Fairfield University has a teacher education program on both the graduate and undergraduate levels. In addition to preparing teachers for junior and senior high schools the university offers certification programs on the graduate level in Administration, Supervision, Counseling, Psychological Examining, Media and Special Education.

Contact: Robert F. Pitt
Dean

Southern Connecticut State College
New Haven, Connecticut

Students intern during their junior year in the Southern Connecticut/Madison Cooperative. Graduate students are offered team teaching experience among themselves.

New Haven in in conjunction with Southern Connecticut in the Career Opportunities Program, a consortium project which links in the previous years EDPA B2 project, Model Cities, Title I, Youth Training Youth, etc.

Contacts: Lois King
Director, Student Teaching

Anthony Tedeschi
State Coordinator EDPA

The University of Bridgeport
Bridgeport, Connecticut

Programs on both the graduate and undergraduate levels are offered.

The MAP (Multiple Alternative Program) is concerned with the creation, implementation and evaluation of a student-centered, multiple-alternative professional experience of nine semester hours. Particular emphasis is placed on the competencies required for the planning and implementation of individualized instruction.

The project is expected to facilitate the development of specialized competencies needed for individualized instruction more effectively than conventional courses

since the MAP is cooperatively planned by faculty members and students to meet students' individual needs within an educational model more nearly relevant to new directions in the public school.

MAP participants will be required to take part in selected clinical experiences, either on-campus or in the schools, to help them perfect skills, develop teaching styles, etc. Examples of such clinical experience include:

a. Micro-teaching
b. Interaction analysis
c. Utilizing learning centers and laboratories
d. Learning to implement the open classroom approach

Contact: Robert D. Kranyik
Chairman, Elementary Education

University of Connecticut
Storrs, Connecticut

The School of Education offers an array of degree programs to meet the needs of undergraduates, graduate students, working teachers, and administrators who want to either brush up on their previous coursework or investigate new fields on a part-time basis.

A brief description of some of the programs and projects follows:

Educating Teachers for the City: This program includes (a) full-time, qualified lecturers representative of the ghetto's informal power structure; (b) cooperative investments of time and money by local school districts, the State Department of Education and the university; (c) on-site residence during the entire program under the general supervision of a housemother-counselor who is a ghetto resident; and (d) on-site methods instruction dealing with real people, problems, materials and situations. (A.J. Pappanikou, Director)

Professional Semesters Program in Elementary Education:

PSA: a) Observing in varied type schools - emphasis on open space schools;
b) Studying - general academic courses;
c) Planning meetings; inviting guest speakers, etc.

PSB: Student teaching in one of twenty centers throughout the country; the focus is on training teachers in informal education.
(Vincent Rogers, Director)

Internship Program - Educational Administration: This full time program offers the student financial assistance while he experiences educational administration in practice under the supervision and counsel of competent and experienced school administrators and professors working as a team.

Teaching the Talented: This program recruits and trains teachers for work with potentially talented but culturally deprived children. (Joseph Renzulli, Director)

Understanding Handicapping Conditions Among Disadvantaged Children: Detection, Prevention, Control and Remediation: This program provides regular educational personnel, i.e., experienced teachers, supervisors, administrators and college teachers, with an opportunity to develop a greater understanding of this problem. (J. Cawley, A. Pappanikou, J. Grant)

Vocational Teacher Educators: The program is designed to prepare leaders in vocational-technical education. (W. Martin, Director)

Special Emphasis Programs: Pre-Service Teaching, Oxfordshire, England; Pre-Service Teaching, Navajo Reservation; Cooperative Program, College of the Virgin Islands; Danish Exchange Program; British-American Student Exchange.

The School of Education has moved out of its own classrooms to make all the State a laboratory. The Educational Resources and Development Center (ERDC) acts as the mechanism for cooperative projects between the School of Education and local communities.

A number of workshops around the State on "open education" have been sponsored by the School of Education in which teachers and administrators from a large number of communities have participated.

Contact: William H. Roe
Dean

University of Hartford
Hartford, Connecticut

The Professional Year Program is directed toward strengthening the teacher education process, especially for urban teachers, by providing an integrated academic and experimental program. Students participate during the fall academic year in the urban schools on a full-time basis and have regular seminar sessions with the on-site clinical professor. Seminars are directed toward integration of the students' experiences, practical application of theoretical materials, and joint planning for future sequences.

The Alternative Learning Center Program is designed to meet the educational needs of youngsters in grades 7-12 for whom the regular school program has not been successful. In the eight centers innovative ways are sought to provide highly individualized learning programs for teach student. This is possible because the centers are a pilot program operating in conjunction with the National Teacher Corps and the University of Hartford. In addition to providing alternative program for students, the centers serve as a clinical situation for the training of teachers. Forty-two Teacher Corps interns, enrolled in a Masters degree program at the University of Hartford, work with public school personnel in each center. This project, as a model, can have many implications for change.

IGE, Individually Guided Education, offers another option to education students. The City of Hartford has had for the past several years, a very effective COP program, working in conjunction with the University of Hartford. This program provides for entry into education that will tap new sources for personnel by training and utilizing those persons in terms of today's needs. Low income persons who normally would not enter college and who would not normally consider teaching as a career are given training in order to later relate this in terms of better education for children from economically disadvantaged areas. The curriculum for the preparation of educational personnel molded around actual classroom activities, around actual community-school relations, and around a variety of actual experiences characterize education as the disadvantaged know it.

Wesleyan University
Middletown, Connecticut

As of June, 1973, the Master of Arts in Teaching Program at Wesleyan University will be discontinued. Plans are being developed, however, to offer a continuing program in teacher education on the undergraduate level which will, the faculty assumes, include most of the courses and offerings presently available. It is much too early to know exactly the shape this program will take, but the plans call for the offering of necessary education courses for certification based on a strong subject matter major. There will be no Department of Education and no education major.

Two of the more innovative aspects of the present program are: (a) The Urban Teaching Program and (b) the SWAS Project.

a. Wesleyan offers a special two-year program to prepare MAT graduates to teach their discipline in inner-city schools. Some special features of the program are: seminars in urban teaching; field work in counseling and tutoring students in Wesleyan's Upward Bound Project; summer work with either Upward Bound or Wesleyan's Urban Center in Hartford; a full-year salaried internship, with a three-course teaching assignment, in an inner-city school.

b. The MAT Program and the Middletown Public School System have jointly established an alternative school within Middletown High School - SWAS, School Within A School. MAT students are directly involved in SWAS in several capacities: mini-courses are offered in conjunction with the several methods courses; some journals for educational psychology are based on observations of SWAS; independent study and tutorials within SWAS allow for meaningful one-to-one relationships.

Contact: Morton W. Briggs
Chairman, MAT

Western Connecticut State College
Danbury, Connecticut

Various undergraduate and graduate programs are available on both the elementary and the secondary level.

Contact: Stephen K. Lovett
Education Director

Manchester Community College
Manchester, Connecticut

Cooperative Teacher Aide Training Project is a renewal project for the recruitment and training of fourteen aides for physically handicapped and/or other special education classes, for media centers and other related areas.

Contact: Anthony Tedeschi
State Coordinator, EDPA

Bradford-North Haven Project NEWDAY

This project envisions training teams of two teachers and one para-professional as a team for use in a student-team learning plan involving contrast objectives, evaluation and program goals.

Contact: Anthony Tedeschi
State Coordinator, EDPA

Project SPRED

Development of Curriculum and Staff Training Program in Human and Natural Ecology is a program held in conjunction with the four state colleges; it is designed to provide training for teachers, supervisors, trainers of teachers and administrators in the application of a multi-disciplinary approach to natural and human ecology in their local educational curriculum and to develop the necessary teaching materials and guidelines to accomplish the introduction of these new concepts.

Contact: Anthony Tedeschi
State Coordinator, EDPA

Housatonic Community College
Bridgeport, Connecticut

Training of Auxiliary Personnel is a renewal training project which provides an enriched experience and expanding areas of competence for teacher aides.

Contact: Anthony Tedeschi
State Coordinator, EDPA

Hartford Board of Education
Hartford, Connecticut

The Board of Education is the single educational agency for Project Followthrough which is designed to train both teacher and para-professional to work as a team. Teachers who have completed the program serve a supervisors and resource teachers to further implement the training of both teachers and aides during the school year.

Contact: Anthony Tedeschi
State Coordinator, EDPA

Maine

1. Husson College, Bangor
2. Nasson College, Springvale
3. Northern Conservatory of Music, Bangor
4. Saint Joseph's College, North Windham
5. Thomas College, Waterville
6. Unity College, Unity
7. University of Maine, Portland - Gorham
8. University of Maine, Farmington
9. University of Maine, Orono
10. University of Maine, Machias
11. Ricker College, Houlton

HUSSON COLLEGE
Bangor, Maine

Husson offers students an opportunity to earn a B.S. degree in Business Education in these areas of interest--Secretarial Science, Accounting and Business Administration. Upon satisfactory completion of the program graduates are qualified to teach business subjects at the junior high, senior high, community college and senior college level. They are also qualified to enter the business world in the area of their major.

Closed T.V. is utilized for pre-service training. During this period a short term independent study unit is offered.

Contact: Thelma M. Watson
Director of Student Teaching

NASSON COLLEGE
Springvale, Maine

The Secondary Teacher Education Sequence consists of professional coursework and field experience designed to compliment the student's academic training within the sphere of his undergraduate major program.

Nasson College offers major coursework within the following disciplines: Biology, Chemistry, Economics and Business, English, French, German, Government, History, Mathematics, Medical Technology, Psychology and Sociology.

Within the teacher training program videotape recording is used extensively in order to provide the student with the knowledge of his strengths and weaknesses as a beginning teacher.

Contact: Bartholomew J. Ciampa
Director of Student Teaching

NORTHERN CONSERVATORY OF MUSIC
Bangor, Maine

Recipients of the Bachelor of Music degree in Music Education are qualified for full certification by the State Department of Education. Observation and practice teaching are essential components of the fourth year program.

Contact: William R. Mague
Director

SAINT JOSEPH'S COLLEGE
North Windham, Maine

Student teaching as a professional orientation and laboratory learning experience is offered on both Elementary and Secondary levels for eight weeks of the senior year. Such teaching is in classrooms of area schools under the daily guidance of cooperating teachers of proven expertise and the close supervision of St. Joseph's College faculty.

Secondary education students are subject majors with the exception of the required 18 credits in education.

Contact: Sister M. Dolores
Academic Dean

THOMAS COLLEGE
Waterville, Maine

Thomas College offers a Bachelor of Science degree in Business Education. Along with the more traditional courses, Issues in Business Education investigates selected groups of contemporary problems in the modern secondary school. Basic sources from the social sciences, psychology, history, the arts, natural science and philosophy are utilized in examining such problems as teaching innovations, mass education, the culturally deprived, the exceptional child, segregation, Federal aid to education and moral and ethical values in the public school.

Each student interns for a seven week period in a selected secondary school.

Contact: Rodney M. Redding
Academic Dean

UNITY COLLEGE
Unity, Maine

The preparation of teachers competent to give educational leadership in a changing society is Unity's challenge. As such, all courses emphasize process as well as product in order that the student sees not only the course work in perspective, but experientially practices what he learns. Opportunities for experiences in independent study, group dynamics, human relations and a live school environment are available. The goal of the teacher education program promotes the concept that teaching is a facilitating process geared towards making learning an exciting and independent venture.

Contact: Dana M. Simmons
Director

UNIVERSITY OF MAINE
Portland-Gorham

The School of Education offers degree programs in the following areas: Kindergarten-Primary, Elementary, Secondary, Art, Music, Industrial Arts, Vocational Trade and Industrial Education.

Full time student teaching during the senior year is provided under supervision in off-campus situations. In Portland, students are assigned to elementary or secondary schools for one half semester. During the other quarter, students usually enroll in a full time program of courses. In Gorham, students are assigned to public schools or other educative agencies for the full semester. This provides opportunity to teach according to choice in a different situation each quarter.

Contact: William B. Wise
Acting Dean

UNIVERSITY OF MAINE
Farmington

A variety of approaches, conventional through complete individualization, characterizes the student teaching program which is operative in several teaching centers throughout the state with on-site supervision.

The faculty is presently exploring micro-teaching as well as other innovative techniques.

Contact: Arlene Low
Director, Student Teaching

UNIVERSITY OF MAINE
Orono

Elementary/Secondary Education

Because the spring program will be modular based, about twenty modules each day, the student will have a wide variety of choice. The required foundations courses will be condensed into four basic periods. In the 1972-1973 program, field experience will be in modules.

Emphasis in the School of Education is being placed on forming a partnership with public schools for the purpose of truly involving public school teachers in teacher education.

On the graduate level a much greater flexibility is evident both in the M.Ed. and C.A.S. programs.

Contact: Dr. Nichols
Director of Student Teaching

Special Education

Faculty and students are in the process of creating training programs which are community based, directed at service to emotionally disturbed children while concurrently training teachers in rural classrooms.

Contact: Bruce Saunders
Director

UNIVERSITY OF MAINE
Machias

Four-year programs are offered in education--Early Childhood, Elementary, Junior High School and Business Education (Accounting and Comprehensive Business Teaching)--leading to the Bachelor of Science Degree, as well as a two-year program in business technology leading to the Associate in Science Degree.

In the elementary and junior high programs provision is made for a fall semester of student-teaching. In the business education programs a minimum of eight hours credit in student teaching must be completed.

The College of Education at the University of Maine at Orono, through the Graduate School and in cooperation with the University of Maine at Machias, offers graduate courses for professionals in Washington County. The program

is designed to make it possible for the student to systematically pursue graduate work throughout the year in elementary and secondary school teacher programs.

Contact: Ellis C. Swadley
Chairman

RICKER COLLEGE
Houlton

The program for teacher preparation provides sound undergraduate training to prepare graduates to teach at the junior and/or senior high school level. Supervised teaching and appropriate laboratory teaching experience are an integral part of the program.

Contact: Academic Dean

Massachusetts

1. Anna Maria College, Paxton
2. Atlantic Union College, South Lancaster
3. Berkshire Christian College, Lenox
4. Boston Conservatory of Music, Boston
5. Brandeis University, Waltham
6. Cardinal Cushing College, Brookline
7. College of Our Lady of the Elms, Chicopee
8. Gordon College, Wenham
9. Harvard University, Cambridge
10. Merrimack College, North Andover
11. Mount Holyoke College, South Hadley
12. Newton College of the Sacred Heart, Newton
13. Regis College, Weston
14. Smith College, Northampton
15. Springfield College, Springfield
16. Stonehill College, North Easton
17. Suffolk University, Boston
18. Tufts University, Medford
19. Wellesley College, Wellesley
20. Western New England College, Springfield
21. Westfield State College, Westfield
22. Worcester State College, Worcester
23. Lesley College, Cambridge
24. University of Massachusetts, Amherst

Anna Maria College
Paxton, Massachusetts

The program in the Department of Special Education is four years in duration and offers a Bachelor's degree in Special Education. Courses are developed along State Certification requirements.

By working very closely with agencies as well as public schools, the College is able to offer the student experiences in Mental Health and retardation. These incluce working with pre-school and post-school retarded, emotionally disturbed, and physically handicapped.

Contact: Raymond K. Loughlin
Chairman, Special Education

Atlantic Union College
South Lancaster, Massachusetts

Degree programs with concentrations in elementary education are offered.

As a means of establishing his own interests, demonstrating teaching capacity, and developing leadership skills, each prospective student teacher at AUC is required to have participated in a minimum of sixty ERGS (Education Related Growth Stimuli) of school-related activities before commencing his student teaching.

Student teaching in general takes place in multi-grade classrooms apart from the campus laboratory school.

Contact: Adrian Zytkoskee
Chairman, Department of Education

Berkshire Christian College
Lenox, Massachusetts

The college offers two programs in teacher education, one in elementary and another in secondary education. Both programs enable the student to meet the requirements for a teaching certificate issued by the Commonwealth of Massachusetts.

Student teaching is done in cooperation with the public schools of Lenox, Lee and other surrounding communities as well as selected private and Christian day schools. Six weeks of classroom work is supplemented by a seminar program which extends over much of the senior year preparing, guiding and evaluating the student's work experience.

Some of the new methods initiated by the college are:

1. intensive screening of applicants for student teaching;
2. development of teaching skills through micro-teaching and the aid of a videotape;
3. orientation of cooperating teachers;
4. evaluation of student teachers through teamed observations and videotaping.

Contact: Janet L. Merrill
Director, Student Teaching

Boston Conservatory of Music
Boston, Massachusetts

Music Education Majors must have studied representative literature in their applied concentrate and must give a public recital in their senior year.

Student teaching takes place in the elementary and secondary schools in Greater Boston, under the supervision of Conservatory personnel and the classroom music specialist. Student teaching experiences are discussed in weekly seminars.

A graduate program in Music Education is also offered.

Contact: Herbert J. Philpott
Dean

Brandeis University
Waltham, Massachusetts

The Education Program at Brandeis is only a program--there is no department; no one can "major" in education. There is only one faculty member, the director, with responsibilities to the program, and his appointment is actually in American Civilization.

The core of the Education Program consists of two courses, Practice Teaching and Curriculum-Methods-and Materials, taken simultaneously. Most students practice teach their senior year, secondary school first semester, elementary school second semester.

The Education Program is staffed by school and University people in the Boston area. With the exception of cooperating teachers, whose choice remains largely the prerogative of their own school systems, this staff is gathered, supervised, and paid by the director of the program.

Contact: Peter Witt
Director

Cardinal Cushing College
Brookline, Massachusetts

The following programs are offered: Elementary Education major with content minor; Elementary Education major with concentration in Special Education and a content minor; Content major with an Elementary Education minor; Content major with a Secondary Education minor.

Some aspects designed to enhance the pre-service level of teacher training include:

1. Individualized programs of observation and volunteer service in institutions offering the type of work envisioned by the student; for example, prospective special education teachers may serve as volunteers at Kennedy Memorial, Brighton.

2. An elementary mathematics lab is set up where prospective teachers may learn to manipulate the games and equipment designed to facilitate understanding in the young children they will meet.

3. A town-operated nursery school on campus offers a setting where those attracted to the field of early childhood education may explore the possibilities and test their strengths.

Contact: Sister Anna Mae Golden, CSC
Academic Dean

College of Our Lady of the Elms
Chicopee, Massachusetts

The teacher education program prepares students to teach at both elementary and secondary levels.

Some innovative aspects of the Elms program have been developed in answer to student and community needs: Junior students who are enrolled in the reading and language arts course are required to engage in tutoring and small group instruction. They may elect to do this in either the Chicopee Public School System or the Diocisan School System.

In addition to course work the student education program requires each student to engage in a series of directed observations of teaching during sophomore and junior years and to do two months of supervised practice teaching in senior year. Students fulfill these requirements for the most part in the public schools of their own communities.

Students cooperate on a voluntary basis with local communities in areas of social concern in the following service projects: (1) an enrichment program with children from poverty areas in a Springfield public school; (2) a tutorial program in a low income housing development in Chicopee; (3) observation and tutoring emotionally disturbed children in the Providence Children's Center in Holyoke; (4) student teaching in the Springfield Environmental Center, a project funded by a grant from the Federal Government.

Contact: Sister Mary Chrysostom
Chairman, Education Department

Gordon College
Wenham, Massachusetts

The elementary education major pursues a liberal arts core in an attempt to provide a broad liberal arts background; his education program is individualized.

The academic preparation is reinforced and made meaningful by a variety of observational experiences prior to the eleven week practicum in the senior year. Students visit a variety of school systems, observe children at several grade levels, and visit classrooms representative of a variety of educational functions. It is hoped that this enables the student to begin to clarify his vocational goals or to pursue another major.

The teaching major in the middle school is designed exclusively for the student who desires to teach in grades 7 and 8.

The most unique feature of the secondary education program is the fact that built into it are sixteen high school teachers hired by the college to work

with each student on a tutorial level. The practicum program is a ten week program in which students are immediately involved. When students begin the program they will have had hundreds of observations, teaching experiences and appointments with professional people in the development of the total learning process. A copy of the teaching model as well as lab experiences are given to cooperating teachers in order to alert them as to the learning process that has taken place.

Contact: John A. Burgess
Chairman, Division of Education

Harvard University
Cambridge, Massachusetts

Harvard offers four degrees and a certificate for graduate study in education: the Master of Arts in Teaching, the Master of Education, the Doctor of Education, the Doctor of Philosophy in Education, and the Certificate of Advanced Study.

Program offerings are numerous, some being highly flexible with candidates essentially designing their own programs, in consultation with a faculty adviser.

A concern for more comprehensive approaches to educational problems led the Faculty to reorganize its academic programs last year around three broad and overlapping concerns: to understand how children develop individually and within society; to develop ways of enriching this process and making it more joyful and humane; and to develop social policies and structures to make these procedures effective. The reorganization consolidates the formerly separate degree programs into fewer, better staffed programs each oriented toward problem-solving and containing a balance of clinical and academic interests.

Contact: Theodore R. Sizer
Dean, Faculty of Education

Merrimack College
North Andover, Massachusetts

To meet the need for methods specialists, a Special Methods of Teaching Program has been instituted. The most able teachers are selected from secondary-level cooperating school systems to be visiting lecturers, offering student preparation in special methods of teaching. This experience is highly coordinated with general methods through a team approach with the college professor.

Contact: Reverend John R. Aherne, O.S.A.
President

Mount Holyoke College
South Hadley, Massachusetts

Programs in elementary and secondary education are offered.

Students preparing for careers in public elementary schools are encouraged to plan their programs in such a way as to allow them to student-teach as early as

the spring of the junior year, thus avoiding some of the pressures in the senior year; they are encouraged to do student-teaching in two terms.

For those students preparing for secondary school teaching opportunities are limited; everyone who would like to student-teach may not be able to do so.

Contact: John C. Osgood
Associate Professor

Newton College of the Sacred Heart
Newton, Massachusetts

The Institute of Open Education is a graduate program leading to Master of Philosophy degree in Education.

The fundamental principle of the program is that it is the responsibility of Newton College of the Sacred Heart to provide a supportive administrative and social structure within which the student can create the programs of learning, the patterns of activity, best suited to prepare him to be a teacher--at least, a more effective teacher.

As designed the program is made up of three separate components. A formal program created by the students, within what has been called the matrix. Next a full year of carefully organized and supported intern teaching (on salary) or student-teaching and finally, a second program created within the matrix. These three components are regarded as a whole and credit cannot be transferred from other courses or programs.

Contact: John Bremer
Academic Dean

Regis College
Weston, Massachusetts 02193

To meet the needs of those students who wish to become elementary or secondary school teachers, the Department of Education offers a number of courses in education to juniors and seniors.

At present the faculty is trying to innovate an experimental program during the student teaching period, in which the students begin courses in Contemporary Education and Psychology of Education to prepare for experiences in student teaching, leave these particular courses to do their field work and then return to complete these courses on an accelerated basis before the semester finishes in December.

Contact: Pearl Astrid Nelson
Department of Education

Smith College
Northampton, Massachusetts

Students majoring in education may prepare for preschool and elementary school teaching or for graduate work leading to an advanced degree. Those intending

Suffolk University
Boston, Massachusetts

The undergraduate programs (A.B. or B.S.) are in Elementary and Secondary Education. In addition, there are carefully structured curricula for graduate education which provide completely independent programs for the preparation of educational specialists.

The A.M. in Education is offered as a first professional degree to inexperienced Teacher Education candidates and consists of one program in Elementary Education and another in Secondary Education.

The Ed. M. Has been designated as that degree offered in specialized professional areas--Counselor Education, Reading, Foundations. In addition, the Department can permit a student to work toward the Ed.M. in a program especially tailored to meet his needs and interests should the Staff in Education feel that such flexibility is appropriate.

Contact: Donald M. Unger
Chairman

Tufts University
Medford, Massachusetts

Tufts offers both an elementary and secondary certification program to undergraduates who are typically majors in one of the academic departments of the University.

A Master of Arts degree program is available for graduates who seek certification. It combines the study of the foundation areas of education, principles and techniques of teaching, student teaching, and a block of four courses in the candidate's major academic area.

For graduates seeking elementary certification, an Ed.M. program offers similar course work with, however, stress on reading instruction, mathematics instruction and similar skills.

The Department also offers a Master degree in Guidance.

Contact: Stephen Winter
Chairman

Wellesley College
Wellesley, Massachusetts

Wellesley College maintains a small but thriving student-teaching program designed for seniors in the last semester of their undergraduate career. There is no practice-teaching at the elementary level.

There is no actual "major" in Education but there is associated with the ten-week practice-teaching period two seminars--methods and curriculum. Master teachers are brought into the college to offer minicourses in major subject-area methods.

Contact: Peter W. Sipple
Director, Student Teaching

Western New England College
Springfield, Massachusetts

Although there is no formal undergraduate teacher education program, the college has established an Educational Block Program in which students can obtain Massachusetts Secondary School Certification during the fall semester of their senior year. The emphasis at the College is on developing a strong background in the subject area and related disciplines, rather than concentrating on a lengthy sequence of professional education courses.

During the student teaching practicum, students teach an average of three courses and usually assume additional responsibilities such as cafeteria, study hall and homeroom duties. Also, students in the practicum return to the College every two weeks for conferences with their college supervisor, and a variety of instructional and professional issues are discussed.

The College offers elective courses for those students who desire additional professional courses for their own background or to meet certification requirements in other states.

Contact: John R. Silvestro
Instructor of Education

Westfield State College
Westfield, Massachusetts

Westfield State College is offering some innovative programs in the Department of Secondary Education.

Student-Teaching Overseas: This program offers selected students the opportunity to student-teach in a Massachusetts school for eight weeks and student-teach in an Overseas school for an additional consecutive eight weeks.

During the summer the students participate in a three-week institute with instruction in the target language and in the culture of the country where they will student-teach.

During the eight-week clinical phase in the Massachusetts school systems, the students continue their study of the target language and participate in seminars concerning the country they will visit.

Students may also select to study at one of three International Study Centers sponsored by the American Association of State Colleges and Universities: Puebla, Mexico; Montreal, Canada; Rome, Italy.

Methods and Materials of Driver Education: The program is especially designed to stress presentation of information for the enlightenment of non-licensed drivers.

Structure and Functions of the Secondary School: This program proposes to allow sophomores to test their ideas and feelings about teaching and have an opportunity to decide whether or not teaching ia a profession suitable to their particular aims and desires.

Secondary Teaching and Learning: Multi-phases of instruction--namely team-teaching in large group and small group settings with intra-departmental and inter-departmental teaching teams comprise this program.

Contact: Robert Saisi
Chairman

Worcester State College
Worcester, Massachusetts

The Elementary Education Department offers two programs: Kindergarten-Primary, which prepares for kindergarten to grade 3; and Intermediate, for those planning to teach in grades 4,5 and 6.

The basic intent of a minor in Secondary Education is to adequately prepare students to become properly trained and qualified for certification as teachers in secondary schools.

Some innovations in the Teacher Education Program:

Student Teacher-Aides Program: Students planning to major in elementary education are encouraged as freshman and sophomores to volunteer once or twice weekly to act as teacher-aides to the juniors and seniors who are student teaching in local schools.

The freshman and sophomore students have the opportunity to discover for themselves whether or not they believe they should continue to prepare for teaching. The junior and senior student teachers have an opportunity to assume responsibility for directing the talents of an aid, so they are preparing for their first teaching assignments when many will have the services of an aide.

Elementary Education Program-Orientation: This sophomore program consists of mini-teaching among students, observation in various elementary grades of demonstration schools, and a five week observation and participation in a grade level of the student's choice.

Pilot Program Combining the Teaching of Reading and Mathematics for the Elementary Schools: The students and professors exchange leadership and participatory roles in this project in three areas--lectures and discussions, workshops, team-teaching and solo-teaching in elementary schools.

Contact: Noel J. Reyburn
Academic Dean

Lesley College
Cambridge, Massachusetts

The Lesley College Core Curriculum can be described as an integrated, interdisciplinary team taught program for undergraduate teachers in education which includes a collaborative interaction among students, professors and in-service teachers. Field experience is an integral component of this program which focuses on the merging and interrelating of content and field experience.

Contact: George Miller
Director, Student Teaching

University of Massachusetts
Amherst, Massachusetts

Academic degrees available through the School of Education include B.A., M.A.T., M. Ed. and Ed. D. A Certificate of Advanced Graduate Study is also offered through the School. Programs leading to each of these degrees and to the certificate are available through most of the centers, or the candidate may devise his own course of study in conjunction with the appropriate advisory faculty.

All courses and experiences are graded on a pass-fail basis only (except for parts of certain Master's programs), and most courses and experiences are open to both undergraduates and graduates.

Varied alternative programs are offered by the School of Education:

The Off-Campus Teaching Education Program provides future teachers with a total learning experience involving both practice teaching and interaction with another culture. The program is divided into three phases: pre-practicum, practicum and post-practicum. (William Fanslow, Director)

Explorations is a one year indvidualized program combining workshops, retreats, independent study, independent curriculum planning and various on-site school observations. (Marsha and Jeffrey Goodman, Directors)

The Individualized Program frees the student to plan his own program under the guidance of the Teacher Preparation Programs Council, a nine member body composed of faculty members, graduate and undergraduate students. This program will be phased out beginning with the Fall of 1972.

The Alternative Schools Program assumes definite interest in and a degree of commitment to: a career in teaching; living in a city; urban education; an alternative school strategy for bringing about educational reform. TASP is the only program at the School of Education that cuts across from the undergraduate to the graduate level. All TASP students participate in two full, 26-day Outward Bound courses. (A. Donn Kesselheim, Director)

The Early Childhood Education Program provides a professional year of training built on two field experiences, each in a different type community. The field experiences are geared to the student's own interests--Head Start, Day Care, Nursery School, Kindergarten, or the beginning Primary grades. (David Day, Director)

The Center for Urban Teacher Education focuses on an internship that combine teaching and living in an inner city community with methods instruction provided on site. Interns are in groups of 3 to 10 in cities like Worcester and Springfield, Massachusetts; Philadelphia, Pennsylvania; Brooklyn, New York; Patterson, New Jersey and Louisville, Kentucky. (Byrd Jones, Director)

The Integrative Program in Teacher Education focuses on a one year internship on Martha's Vineyard during which practical classroom experiences are provided along with a program of common and individualized readings, projects, seminars and conferences. (Horace Reed, Director)

The Model Elementary Teacher Education Program provides students with those competencies necessary to function effectively in an integrated day program as well as in programs more traditional in nature. The NEPTE/Integrated Day approach allows a child to assume much of the responsibility for his

own learning. The teacher's responsibliity is to expose the child to a rich environment of materials, to encourage the child to be self-directing, to permit the child to become,more intensely involved in those activities which interest him, and, by continual diagnosis and assessment of his intellectual growth and development, to guide the child to experiences which will allow him to maintain a maximum rate of growth and development in all areas of concern. (William Masalski, Director)

The Teacher Education Program at Mark's Meadow is a significant effort towards improving education of teachers-in-training at the University of Massachusetts. Under direction of the school principal students are integrally involved for ten-and-a half years. (Michael Greenebaum, Director)

The Sociological, Historical Philosophical Teacher Education Program is a five year program designed to provide a novice teacher with as solid an educational foundation and professional training as possible, while ensuring the acquisition of professional skills in ideal as well as actual teaching situations. (Michael Minor, Director)

The International Education Program approaches the urgency for greater understanding among peoples through four general areas: comparative education, development education, cross-cultural education and international education. Especially designed for social studies and English majors, this program offers field experience in other cultures and subcultures. (George Urch, Director)

The Media Specialist Program for the Deaf trains a small number of people in the joint areas of media and education of the deaf. (Raymond Wyman, Director)

The Distributive Education Program leads to a B.A. degree and to certification in secondary teaching with specialization in distributive education. The teacher is trained to help students find jobs and prepare for employment as well as to help them grow intellectually, morally and aesthetically. (Jack Hruska, Director)

The Special Education Fitchburg Exchange Program began in September, 1971, providing for 8 students from the University to spend one year on the Fitchburg campus to receive preparation in Special Education and 8 students from Fitchburg State to come to University of Massachusetts to take courses not available at Fitchburg. (Fitchburg State College, Director)

Contact: Dwight Allen
Dean

New Hampshire

1. Dartmouth College, Hanover
2. Franconia College, Franconia
3. New England College, Henniker
4. Plymouth State College of the University of New Hampshire, Plymouth
5. Rivier College, Nashua
6. University of New Hampshire, Durham
7. Saint Anselm's College, Manchester

Other

1. Spaulding Youth Center, Tilton

DARTMOUTH COLLEGE
Hanover, New Hampshire

The Department of Education provides course work and various off-campus study opportunities designed to expand awareness of the processes of teaching and learning, and of the purposes of education in society.

The Teacher Preparation program is concerned with the education of teachers for secondary schools and, in special instances, elementary schools. The program is based on the concept of institution-wide participation in the training of teachers and consists of four parts: broad liberal arts background; academic departmental or interdepartmental major; education courses given by other academic departments; courses offered by the Department of Education.

At present the staff and students are involved in "Project Lebanon Learning Loft," an educational alternative program for students in junior high school.

The Dartmouth College-Jersey City Program utilizes Dartmouth undergraduate interns as aides, tutors, counsellors, etc., under the supervision of Dartmouth faculty and staff.

Contact: Daniel A. Lindley, Jr.
Acting Chairman

FRANCONIA COLLEGE
Franconia, New Hampshire

Because of the marked rise in interest in the question of free schools and alternative modes of education, there has resulted a much wider range of courses in the broad areas of philosophy and styles of education.

Curricular designs have been developed making it possible for the student to gain skill, knowledge and self-discipline through a non-exclusively classroom-based curriculum. Students and faculty identify and study interdisciplinary problems, formulate solutions and attempt to implement them; one such design was the Franconia Cooperative Nursery School which developed into a highly successful operation.

Contact: Leon Botstein
President

NEW ENGLAND COLLEGE
Henniker, New Hampshire

Many student programs are presently individualized with emphasis on early teacher experience.

Along with a student exchange program at the branch campus in Great Britain, the New England College has a teacher education exchange program at Lander College, S.C.

In another attempt to provide broadening experiences, comparative education study tours abroad are offered each year--Japan in June 1972.

Contact: Walter Robinson
Director of Student Teaching

PLYMOUTH STATE COLLEGE OF THE UNIVERSITY OF NEW HAMPSHIRE
Plymouth, New Hampshire

A wide variety of elementary and secondary teacher education programs is offered at Plymouth state both on the graduate and the undergraduate level. In addition, the college offers conversion programs by which the elementary major may meet requirements for certification in secondary education, secondary to elementary, liberal arts to elementary or secondary.

Much student teaching is being conducted on a team basis; two elementary student teachers and the cooperating teacher together plan and carry out the instructional task. The college supervisor is also considered a member of the team for purposes of planning and evaluation.

Contact: Norton R. Bagley
Chairman, Department of Education

RIVIER COLLEGE
Nashua, New Hampshire

Along with the more traditional type graduate and undergraduate degree programs some innovative offerings particularly in the areas of the exceptional child and the gifted child are available.

The Program of Master of Arts in Social Studies for teachers is based on somewhat unconventional techniques. It has been designed to encourage and promote independent thinking through sustained discussions and critical independent explorations of one's own particular area of study in an atmosphere that is free of possibly inhibiting formalities of conventional procedures. Discussion and dialogue constitute the major aspects of classroom experience.

Projects of independent individual study, colloquia and tutorials have been included in the Program in order to accomodate students through a flexible schedule of study.

Contact: Sister Clarice A. Dion
Director of Development and Communications

UNIVERSITY OF NEW HAMPSHIRE
Durham, New Hampshire

Both the secondary and the elementary education program are based on a strong liberal arts preparation in the first three years with professional study and student teaching in the senior year.

Students in both preparation programs student-teach in public schools in the vicinity of the University. Student teachers work with cooperating teachers selected jointly by public school administrators and members of the University faculty. Students in the elementary education program usually are placed in teams of two in order to encourage interaction.

Each student teacher ultimately assumes full teaching responsibility for one or more of his cooperating teacher's classes after a period of observation, planning and service as a teacher aide.

The M.A.T. program offers an internship plan which combines a ten month field experience with concurrent graduate study.

Internships are available with teachers who are attempting innovative programs in their classrooms. Interns are encouraged by the M.A.T. staff to develop a personal style of teaching while becoming a more creative, sensitive caring teacher. The British Primary School is utilized as a kind of visible model toward which to work, but each person is expected to deviate from this model in accordance with his personal needs and goals.

Candidates who desire multi-level teaching experiences have the opportunity to teach at both the elementary and secondary levels to determine better which level of teaching they prefer.

The Assessment Summer is a unique feature of the M.A.T. program. It is designed to help candidates explore tentative career decisions by providing a situation wherein people try teaching in an eight week summer session rather than waiting for a longer academic year internship. At the conclusion of the summer phase, the candidate and the M.A.T. staff mutually examine data generated from the summer and decide whether or not to enter the next phase.

All interns select an aspect of education for exploration and creative development. Projects may take the form of small research studies, innovative curricula, design of instructional settings or media, or a myriad of other possibilities. (Sidney Eder, Coordinator, M.A.T.)

Graduate Program for Specialists in Early Childhood Education is offered by the University of New Hampshire Department of Education with federal support under the Education Professions Development Act. The program which began in 1969 is a tri-partite graduate program for the preparation of Early Childhood Specialists. This is a full-year program in which both experienced and beginning teachers may earn a Masters Degree while actually demonstrating theory in the classroom world of children. After a summer devoted to child study, graduate students, in teams of two, design, create and staff a multi-age Learning Center in a cooperating school district. Individually they return to campus one week per month for independent study, related course work and seminars.

Local school districts provide children, classroom space, instructional materials and a paid aide for which they receive a team of Early Childhood teacher-specialists, affiliation with an exciting and innovative project, staff development workshops and intervisitation and field trip opportunities.

State Department of Education personnel provide resource visits to the Learning Centers, help to identify potential Learning Center sites, meet with the Advisory Committee and take part in the project's international field trips (Canada and England). (Deborah Stone, Director)

Saint Anselm's College
Manchester

St. Anselm's College offers professional educational courses designed to help a prospective teacher understand the purposes of American Education, to develop understanding in relationships with pupils, colleagues and members of the community, and to provide opportunity to develop an ability to organize and guide effective learning situations in the secondary school.

Pre-service professional course emphasize team teaching, group discussion and inquiry through independent study.

Also offered are basic courses leading to certification to teach the intellectually retarded.

Student teaching includes, for interested students, a team approach in which from three to five student teachers are assigned to a single cooperating teacher. The team members plan, carry out and evaluate each unit assigned under the supervision of the cooperating teacher.

Contact: John R. McGrath, Jr.
Chairman

SPAULDING YOUTH CENTER
Tilton, New Hampshire

This center offers a 13 week program training teachers to identify and manage emotionally disturbed children using Skinnerian based techniques of operant conditioning. Those completing the course return to their school system as trainers of other teachers.

Contact: Allan Carter
Director, Teacher Training

Rhode Island

1. Brown University, Providence
2. Providence College, Providence
3. Rhode Island College, Providence
4. Rhode Island School of Design, Providence
5. Salve Regina College, Newport
6. University of Rhode Island, Kingston

Brown University
Providence, Rhode Island

The Education Department, in cooperation with the several academic departments in the University, offers a program to prepare undergraduates to teach in the public or private secondary schools.

The program is designed as an all-University effort to prepare liberal arts graduates to teach in the schools, and it reflects some major convictions of the Faculty regarding teacher preparation. There is a strong emphasis on developing a thorough knowledge of the subject with adequate provision for student teaching.

The Graduate School offers a program leading to the Master of Arts in Teaching degree for prospective teachers in the fields of English and the social sciences exclusively. For experienced teachers, a program is offered in the fields of English, modern foreign language, mathematics, classics, the physical and biological sciences, the social sciences, and the special fields of art and music.

Contact: Stephen R. Birrell
Director, Student Teaching

Providence College
Providence, Rhode Island

The teacher education program is expanding and is geared to fulfill the state requirements for teacher education. Housed in a growing physical facility, the program is characterized by an increasing number of major areas of concentration and a full time student teaching experience. Interdepartmental cooperation is reflected in the supervision of student teachers and in the methods instruction in all major areas.

Knowledge of and involvement in current educational research are reflected in the program.

The program has been expanded to include not only undergraduate studies, but also a recently instituted Master of Arts in Teaching degree.

Contact: Very Rev. W.P. Haas, O.P.
President

Rhode Island College
Providence, Rhode Island

The Department of Elementary Education offers baccalaureate programs for the early childhood, elementary and middle school levels. It also offers Master of Education, Master of Arts in Teaching and Intensive Teacher Education programs. Undergraduates planning to teach in the secondary schools (grades 7 - 12) may specialize in a variety of areas.

The Department of Special Education offers concentrations in: emotional disturbance; mental retardation; neurological impairment.

The members of the Educational Studies Division have been concerned about the need to equip RIC students with knowledge and skills that will allow them to cope with the demands of current educational programs.

For examples:

Concepts I II III The intent of this program is to expose the student early in his studies to an educational experience in which he will look at the child and his needs in a laboratory school or in school and social agencies throughout the state.

Staff Development Cooperative Project Established at Rhode Island College last year as part of the New England Program in Teacher Education, the project will move toward individualization of instruction through a performance-based curriculum at both the college and public school level. The project has three major thrusts: individualized instruction at all levels; performance measurement; and field focused. (Carmela Santoro, Director)

Urban Education Program Composed of graduate students who have been previously exposed to a variety of individual instructional experiences in practicum, this program works exclusively with disadvantaged children. (Kenneth Walker, Director)

Teacher Corps Program This is a cooperative endeavor in which the college is working with the University of Massachusetts in setting up opportunities for urban school experiences for a group of students who are working under the School of Education of the University of Massachusetts. (Walter Crocker, Director)

Contact: Eleanor M. McMahon
Dean, Educational Studies

Rhode Island School of Design
Providence, Rhode Island

The Division of Teacher Education offers degree programs at the undergraduate and graduate levels, using the full resources of the College. Graduates in the program receive the Bachelor of Fine Arts degree and certification to teach at the elementary and secondary levels.

Contact: David B. Manzella
Chairman, Teacher Education

Salve Regina College
Newport, Rhode Island

Salve Regina College is a member institution of the Rhode Island Staff Cooperative which is funded by the New England Program in Teacher Education. The College is developing an individualized performanced-based full focused curriculum with personnel from the Portsmouth Middle School.

The objectives of the program are: to individualize the college student's program by providing a setting in which occurs a continuum of performance-based experiences extending from pre-practicum through practicum student teaching; to provide a format for re-designing the teacher training program by focusing more upon the field experiences; to prepare for the operational phase of the Cooperative with

a series of objectives (stated in behavioral terms) for the college students and the teachers.

Contact: William Burrell
Chairman, Education Department

University of Rhode Island
Kingston, Rhode Island

During this past year the Education Department has been working on the development of an alternate teacher preparation program which stresses performance-based certification criteria, early and continuous experience in public school classrooms, and a partnership of the University and the public schools in preparation of teachers. By providing the opportunity for prospective teachers to experience early and sustained classroom contact, it is hoped that our new teachers will be attuned to the changes in the schools and will be continually open to future changes.

The program will be initiated this month on a pilot basis.

Contact: Guy N. DiBiasio
Director, Student Teaching

Vermont

1. College of St. Joseph the Provider, Rutland
2. Saint Michael's College, Winooski
3. University of Vermont, Burlington
4. Castleton State College, Castleton

COLLEGE OF ST. JOSEPH THE PROVIDER
Rutland, Vermont

The goal of the teacher education program is to place students in schools as soon as they have some competencies to handle the classroom situation.

The college initiated an Off-the-Campus General Methods Course two years ago. It consists of one month of intensive theory in methods within the confines of the college academic building. Beginning in the month of October, and continuing until December students are assigned to a local school to work in teams of two with three to six or eight pupils on a fourth, fifth and sixth grade level in the areas of reading, social studies, math and science.

One evening a week for two hours three staff members meet with the students for planning, evaluation, seminar and/or conferences with each team relative to the progress of the pupils in their charge and to discuss the various aspects of their own experience.

Contact: Sister Rita Marie
Director of Student Teaching

SAINT MICHAEL'S COLLEGE
Winooski, Vermont

An integral part of the teacher education program consists of small groups of students who meet regularly with a single faculty "advisor" throughout a period of two years. The students and faculty jointly determine what competencies are required of a good beginning teacher and establish a format for allowing each person to achieve them. The following areas are considered during the course of the four semester program: self-directed learning, different learning/teaching styles and methods, educational materials, social issues affecting education, creating a learning psychology and/or philosophy, observing and working with children, group dynamics and self-evaluation.

The nature of graduate study in education at St. Michael's is changing rapidly, moving away from traditional program and course structures toward a system designed to promote individual goals and personal growth.

Contact: Frederick J. O'Brien
Co-ordinator in Secondary Education

UNIVERSITY OF VERMONT
Burlington, Vermont

The College of Education offers various areas of concentration on the undergraduate and graduate levels.

Some innovative programs in operation at present are:

1. Field-Centered/Competency Based Program--Student teachers are placed in one of eleven field centers around the state.

2. Staff Development Cooperatives--Several students are engaged in on-site training in the Vermont-NEPTE SDC.

3. Consulting Teacher Program: Special Education--This program represents a differentiated staffing approach with college faculty, consulting teachers, masters students, undergraduates; the goal is to help 11,000 handicapped youngsters while working with 250 teachers.

4. Mott Foundation Center Grant--This center provides money to school districts to establish community development centers for adult and child education (Flint, Michigan model)

5. Rockefeller Foundation Grant--This program is geared to retraining school administrators.

6. Guidance Program--This is a movement toward family counseling centers in schools by training trainers to aid teachers in selecting problems. The M.Ed. program is individually tailored to the needs and interests of the student and planned in consultation with an advisor in the Foundations of Education, Program planning takes into consideration the student's background and goals in pursuing a master's degree.

The Humanities Foundations of Education Area performs a variety of functions within the College of Education. The course offerings provide a forum where students enrolled in the different programs offered by the College of Education can come together to examine critically the problems confronting today's educators. The area sustains a continuing dialogue between the University and the surrounding community on major educational topics. Through its scholarly research, regular course offerings and colloquia it serves as a center for the interdisciplinary examination of both perennial and contemporary educational issues.

Contacts: Dean Corrigan
Dean of Education

Arthur H. Cheney
Coordinator of Student Personnel
Information Services

State Project (MITTA)
Schulmaier Hall
Vermont College
Montpelier, Vermont

Contact: Larry Meyers, Director

Prospect School
B-2 Teacher Training Program
North Bennington, Vermont

Contact: Joan Blake
Patricia Corini

Castleton State College
Castleton, Vermont

The specific degree program at Castleton State College for students desiring to enter teacher education is a Bachelor of Science in Elementary or Secondary Education, Music Education or Physical Education.

Grassroots changes include a total team effort through statewide and local cooperatives, multi-responses to the needs of students in their preparation as teachers and a concerted search for varied resources providing information regarding methods and materials of instruction.

The characteristics of this program are: a continuous development of learning experiences for the professional, pre-service through inservice; an emphasis on a multi-level team approach to learning methods and materials; the preparation of teachers through an individualized approach to program and problems; the coordination and drawing together of statewide, regional and local resources and people; an open-ended, continually evaluated process of change.

Castleton has joined with eight other Vermont groups to form a State Staff Development Cooperative with planning and operational grants from the New England Program in Teacher Education. Through this SDC, several approaches to pre-service professional preparation have evolved at the local level.

Contact: Donald E. Hall
Chairman